

**North Clackamas Schools  
Student Investment Account Application  
Draft for Board of Directors  
March 12, 2020**

**PART One: General Information**

---

School District Name: **North Clackamas School District**

Institution ID: **1924**

Webpage: (<https://www.nclack.k12.or.us/superintendent/page/proposed-student-investment-plan>)

**Contact Person**

First Name: Joel

Last Name: Stuart

Email: [stuartj@nclack.k12.or.us](mailto:stuartj@nclack.k12.or.us)

Phone Number: (503) 353-6047

**PART Two: Narrative**

---

**A brief description of your school district**

The North Clackamas School District is comprised of 31 school facilities including traditional, charter, magnet, and bilingual schools, as well as the state's largest professional / technical center. The District spans more than 40 square miles just southeast of Portland serving the communities of Milwaukie and Happy Valley, and many unincorporated parts of Clackamas County.

Featuring 17,327 students and over 2,000 employees, North Clackamas is the seventh largest school district in Oregon and educates a diverse group of students:

- 38 percent economically disadvantaged,
- 35 percent students of color,
- 16 percent students with disabilities,
- 10 percent English language learners,
- Over 65 languages spoken.

North Clackamas students outpace the state at nearly all grade levels on state assessments and 87 percent of students graduate in four years - up 21 percentage

points since 2011. Of particular note, in 2019, 100% of Black /African American students graduated in four years. On average, over the past five years, NCS D has ranked first out of the 15 largest school districts in student attendance. NCS D attributes much of its success to focusing on the whole child, fostering culturally-competent classroom environments, authentically affirming the identity of each child and family, creating strong partnerships in the community, and providing a wide variety of challenging academic options.

Students and families face several challenges in our community. Generational poverty and heightened incidents of racist activity impact many facets of our community and exacerbate the need for schools to address more than academics. Incoming North Clackamas kindergarten students frequently enter school with challenges in regulating their emotions, exhibiting interpersonal skills, and demonstrating school appropriate behaviors. As students age in our community, suicide ideation is trending upward and many of our students miss school each month due to mental health care needs.

Our student data, combined with what we heard from our community surveys/listening sessions, has established several clear priorities for Student Investment Account (SIA) funding. We must increase the academic achievement of our elementary students in reading. In 2018-19, 3rd grade reading scores on Smarter Balanced Assessment Consortium (SBAC) fell below the state average by 2.1 percentage points, and several of our subgroups are significantly lower. This SIA plan will address the overall lack of reading achievement by providing research based strategies for struggling elementary readers at all schools with culturally relevant practices to promote engagement and relationship. We will use this approach for English language proficiency, math proficiency, and science proficiency at the middle and high school levels.

**• Exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).**

In the area of students' mental and behavioral health needs, our student survey data suggests a low sense of belonging for students in middle school and high school. Disaggregated survey data highlights disparities in discipline rates as well as a sense of belonging for students of color. This SIA plan will address mental and behavioral health needs by increasing access to counselors for middle and high school,

increasing access to specialist supports in the form of social workers, family advocates, elementary wellness/health teachers, nurses, and mental health professionals. We will be use general fund dollars to support a review of our discipline processes, policies, and interventions to determine steps of action to remove the disparities in discipline rates. District staff will be added to build partnerships between home and school of our Black/African American communities and our Native Hawaiian/Pacific Islander communities.

### **PART Three: Community Engagement and Input**

---

**Describe your approach to community engagement. Include who you engaged, frequency/occurrence, how you ensured engagement of staff and focal student groups, key information you collected, who you partnered with the engagement efforts. (250 words or less).**

Since the inception of NCS D's comprehensive strategic planning process, over 7000 interactions with student, parent, and community stakeholders have guided the district's planning. These interactions served to validate, refute and shed more light on other data gathered within the school district. The NCS D focused community engagement in five ways:

- Targeted focus groups (targeted invites)
- Youthtruth Survey (all 3-12th grade students invited)
- Community wide discussions (invites to residents at 8 major apartment complexes)
- Thoughtexchange Surveys (all invited) 2,600 participants
- North Clackamas Education Association interviews

Families, students, and community members were engaged with targeted outreach at numerous meetings and events across the district serving historically underserved students and families. In order to generate attendance, invitations were sent out in English, Spanish, Vietnamese, and Russian. Autodialers also were distributed in those languages. Personal phone calls were made by our liaisons, principals and engagement specialists. Targeted focus groups were hosted by our P-3 Interagency Committee, Parent Community Leadership Alliance, and the Native American/Alaskan Native Parent Advisory Group.

A community public focus group of 65 people was convened in November and December that represented historically underserved populations and was comprised of district employees, community members, students, and a state representative. This group was tasked with using an equity lens to determine the

most urgent needs while incorporating the achievement gaps and the disaggregated input of our community.

See: North Clackamas Engagement/Needs Assessment Overview:

<https://www.nclack.k12.or.us/district/page/ncsd-needs-assessment-summary>

**Self-assessment about the quality and nature of your engagement of focal students, families and the staff. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)**

It is noted that inviting people to provide an opinion or attend an open house is not the same as meaningful community engagement. To that end, North Clackamas has embraced a variety of engagement methods in multiple languages:

- Various online surveys with parents, students, community members, business owners, and civic organization members
- In person focus groups with affinity groups, clubs, and levels
- One-on-one conversations
- Community meetings on site in densely populated housing areas
- Paper/pencil surveys
- Virtual Thoughtexchange
- Visits to students' classrooms
- YouthTruth student voice survey instrument
- Civic organization meetings
- Discussions with Faith Leaders

Engaging communities means more than informing the public; it requires having ongoing, two-way dialogue. Community engagement requires a level of uncertainty, risk, and an openness to divergent ideas that can make many of us uneasy as educators.

The best strategies have been opportunities to have face-to-face interaction where individuals are able to have dialogue with one another in a safe environment established through norms and led by a person that reflects the demographic of the group. There is so much power in listening. Listening requires protocols and well trained facilitators to gather feedback to improve our district. These face-to-face interactions are better attended when interpreters, food, and childcare is provided.

One challenge is our continuation of building trust with our diverse communities. Our actions need to demonstrate that we are actively listening and following through. Another challenge is that many parents work long hours and have more than one child to care for. This causes meetings to become a second priority. Inclusive processes and actions must continue that build trust and respond to

community needs and assets. In addition, we need to broaden our reach to more students and more specific groups of students and their families.

**What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)**

The relationships and or partnerships we will cultivate to improve future engagement is that of our hispanic/latino community, hawaiian/Pacific Islander and our black/african american community. These groups emphasized the need for face-to-face opportunities on a regular basis. We will work on developing the following:

- Increased respect for families' strengths and levels of involvement
- Increased understanding of families
- Increased level of trust to engage with all families
- Partnering with community culturally specific organizations, our Hispanic/Latino liaison and hiring two culturally specific district family/community engagement facilitators (Black/African American and Hawaiian/Pacific Islander) to enrich students' experiences.

In addition, we will reach out to students and families of these identified groups to ask them to define what success means to them. Once that is defined we will ask what actions are needed to support and reach their definition of success.

**What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)**

We need to continue to engage our community at all levels. We have had the support of our community relations department and our Spanish, Vietnamese, and Russian liaisons. We could use additional translation/interpretation support for multiple languages that are not as prevalent. It would also be helpful to for the Oregon Department of Education provide tools for outreach such as (Thoughtexchange, Youthtruth, etc.)

**Who was Engaged?**

Select all of the community members / groups you engaged for this process:

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care

- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders

**How did you engage your community?**

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other \_\_\_\_\_

**Districts are required to upload five artifacts of engagement (survey data, meeting minutes, photos, other documents, etc.). Why did you select the artifacts you did? How do they show evidence of engaging student populations, families, and community? (250 words or less)**

**Artifact 1-**

Thought Exchange Survey #1: Result Summary -

<https://my.thoughtexchange.com/report/8185fdd0b326d5719ec242d879c66160>

Summary of the feedback received from the community survey.

Families, students, and community members were engaged with targeted outreach at numerous meetings and events across the district serving historically underserved students and families. We received over 1600 responses to an online thoughtexchange survey. The survey participants closely matched the demographics of the school district. Here is a list of this outreach:

- Focus groups met to gather input from the Spanish-speaking community, Russian-speaking community and the Vietnamese community of North Clackamas School District. All materials were provided in English and the focus groups' native language. The Community Liaisons participated to provide interpretation services and a welcoming environment.
- Two-hour Public sessions at eight large apartment complexes with technology to provide input along with discussion.
- Computers available at all school offices to provide input on survey.
- PTA/PTO/Coffee with the principal and other school events.
- Staff Meetings at schools to engage staff in providing input on the survey.
- Middle School Student focus groups from Alder Creek, Happy Valley, Rock Creek and Rowe to provide input on the survey and have discussion.
- High School Student focus groups from Clackamas, Milwaukie, New Urban, and Putnam to provide input on the survey and have discussion.
- Affinity student groups: Black/African American, Latinx/Latino, and Pacific Islander to provide input on the survey - facilitated by NCSD engagement specialists.
- Native American/Alaskan Native Parent Advisory meeting to provide input on the survey and have discussion.
- Computers and Facilitator at the Wichita Center for Family and Community on two days during the survey window for three hours sessions with a facilitator.
- P-3 Partners meeting to provide input on the survey and have a discussion.
- Parent and Community Leadership Alliance for North Clackamas Schools meeting to provide input on the survey.
- Milwaukie High School En español with Padres Latinos Mustang Parents meeting to provide input on the survey and have discussion.
- Clackamas High School En español with Juntos Parents to provide input on the survey and have discussion.

Thought Exchange Survey #2:

<https://my.thoughtexchange.com/report/a3a7ef825256258a52d569b489c755ea>

Summary of the feedback received from the community survey.

## **Artifact 2-**

North Clackamas Education Association Teacher Discussions

NCEA Member Survey: September 24- November 8, 2019  
Format: Individual conversations 400+ NCEA Members

NCEA Member Themes (listed by priority)

- Meetings students' mental and behavioral needs (49%)

How?

- a. Reduce Class Size
- b. Add mental health specialists
- c. Add behavioral specialists
- d. Add counselors
- e. Add nurses

- Reducing academic disparities (34%)

How?

- a. Reduce Class/Caseload Size

- Increase instructional support staff allowing sufficient time for teachers to collaborate and plan.

How?

- a. Increase building budgets to allow for substitute days
- b. Extend the contract year by adding work days

### **Artifact 3:**

Community Forum to determine Most Urgent Needs

<https://docs.google.com/presentation/d/1yEvdz-H6E7G8KQG16m0f7WuwQUBUy50Um3qugImV4Dw/edit#slide=id.p3>

This group of 65 members included staff, students, and community members that represented our student population and specifically our identified focal groups.

### **Artifact 4:**

Youthtruth Survey:

[https://www.nclack.k12.or.us/sites/default/files/fileattachments/superintendent/page/55855/data\\_review\\_2019.pdf](https://www.nclack.k12.or.us/sites/default/files/fileattachments/superintendent/page/55855/data_review_2019.pdf)

Summary of the feedback received from the student survey. (10,633 students participated)

### **Artifact 5:**



Hiring Workshop with student fishbowl:

[https://docs.google.com/presentation/d/1xImKIk59bFCOnt57mN8NTj\\_JfEk6jEM\\_A\\_MZNG88bVtY/edit#slide=id.gc6f9e470d\\_0\\_47](https://docs.google.com/presentation/d/1xImKIk59bFCOnt57mN8NTj_JfEk6jEM_A_MZNG88bVtY/edit#slide=id.gc6f9e470d_0_47)

Questions for students of color in the fishbowl activity:

- Tell me how many teachers of color you had in elementary school? Middle School? High School?
- Do you think it's important to have teachers of color and why?
- What has it felt like when you have had teachers of color?
- What message do you want to share with all administrators when it comes to hiring staff that represents the demographics of our students?



Picture from the fishbowl activity.

**Describe the strategies (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words or less)**

We primarily employed five strategies to engage students, families, community members:

1. Community listening sessions for in-person, two way communication
2. Surveys to receive feedback from students (Youthtruth)
3. Focus groups to seek intentional and targeted feedback in safe and welcoming environments for students with disabilities, LGBTQ+ students, race affinity groups, leadership students, and families experiencing poverty
4. Online survey tool to receive feedback from students and community members (Thoughtexchange)
5. Community groups hosting engagement opportunities to share feedback (Parent Community Leadership Alliance, P-3 Interagency Committee)

These strategies were selected to reach the broadest audience possible given current staffing levels and an aggressive timeline.

**Describe the activities (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used.(500 words)**

1. Focus groups were held individually for Latina/Latino/Latinx communities, Vietnamese community, Russian community, Native American/Alaskan Native community, and our Pacific Islander/Native Hawaiian community. At those focus groups, students and community members sat with native speakers or persons from the communities to discuss what NCS D was doing well and what NCS D needed to improve upon.
2. To help engage parents, a district office administrator hosted two hour community forums in eight of the major apartment complexes within the district to engage families that may struggle with poverty. This approach was used to reinforce the strategy of going out to our stakeholders rather than expecting our stakeholders to come to our district schools to have conversation.

**Describe the strategies (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words)**

We primarily employed five strategies to engage staff members:

1. Certified staff listening sessions that were in-person, two way communication with union leadership

2. Routine communication and meetings with certified and classified union leadership throughout the engagement process
3. Online survey tool to receive feedback from staff (Thoughtexchange)
4. North Clackamas Educator Association collaborative communication meeting with superintendent, school board liaisons and executive directors to gather input and provide updated information back to their colleagues
5. Student Success Act Newsletters were sent to administrators, school board members and union leadership to provide updated information

These strategies were selected to reach the broadest audience possible given current staffing levels and an aggressive timeline.

**Describe the activities (at least two) that you employed to engage staff. Your response should include why the activities were used. (500 words)**

1. Certified staff at school sites had personal face-to-face conversations with their union leadership to discuss what is needed to meet student needs and decrease the learning gap. Those conversations were compiled into a summary of themes that were generated.
2. All staff participated in a Thought exchange survey. This survey focused on asking where we are doing well and where we can improve on the following five priorities:
  - a) **Reducing Academic Disparities** (Is our system supporting each of our students to succeed in reaching their academic potential?)
  - b) **Meeting Students' Mental and Behavioral Needs** (Do we provide a welcoming, safe and caring learning environment?)
  - c) **Providing Access to Academic Courses** (How are we supporting and challenging your student's academic needs?)
  - d) **Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to support students to stay on track to graduate.** (How well do our teachers and staff know and support your student?)
  - e) **Establishing and Strengthening Partnerships** (How do you feel we are doing with communicating and engaging families and community?)

Staff engaged in dialogues during staff meetings and after the survey concluded, all staff were given a link that summarized the results of this survey.

**Describe and distill what you learned from your community and staff. What you learned or are actively learning. How you applied the input to inform your planning. (250-500 words)**

**Students** – Through the surveys, interviews and focus groups, we heard from students that they prioritized:

1. Hire a more diverse staff
2. Hire additional counselors and mental health supports
3. Provide additional supports to meet their academic needs through smaller class sizes and possible tutoring/interventions.

**Parents/Community** - Through the surveys and focus groups, we heard from parents and the community that they prioritized:

1. Smaller class sizes
2. Provide academic supports
3. Positive relationships between home and school, school and student, and student to student

**Staff** - Through the surveys and focus groups, we heard from parents and the community that they prioritized:

1. Smaller class sizes
2. Provide additional mental/behavioral health supports
3. Increase Compensation

The process of two-way public engagement in North Clackamas School District has been identified for improvement. We heard from our parents, students, and community members that they desire a deeper connection and to be sitting at a table where decisions are made. For our Black/African American students we learned that they may be graduating at a high rate (Black/African American 100% graduation rate, 2019) yet their school experience is filled with low expectations, microaggressions, and racism. We also learned that additional behavior and mental health supports are essential for a positive school experience.

While the conversations with our community were powerful, at times they were also challenging. We heard time and time again from our parents and students of color and our LGBTQ community that our district has work to address equity, inclusion and diversity. Parents and students reported issues around not feeling welcomed at schools, disproportionate discipline structures, and an increase in incidents of racism. This is particularly true for our Black/African and Latino/Latina/Latinx students.

## **PART Four: Data Analysis**

---

**Describe the data sources used and how the data informs equity-based decision-making. (150 words or less)**

Data was reviewed at several steps during the development of the district plan in order to inform the decision-making process and ensure the conversation focused on the students that current practices were not appropriately supporting. Five-year results for attendance, state tests, high school graduation, and ninth grade on track were reviewed in aggregated and disaggregated forms. First, a group of staff representing district leadership, teachers, specialists, support services, and building administrators at all levels elementary through high school, reviewed the data to identify trends of which groups of students were being successful and which were not. Those data sets and trends were shared on our district website as background information to aid community discussions. Finally, these same data sets and trends were reviewed by the District Executive Committee when formulating the plan. The use of disaggregated data-sets throughout the process allowed participants to make equity-based decisions.

## **PART Five: Student Investment Account (SIA) Plan**

---

### **Outcomes:**

1. Cultivating a safe, caring and inclusive learning environment where the success of each student is not be predicted by race, ethnicity, language, gender, gender identity, country of origin, disability, sexual orientation, socio economics, religion, marital status, or initial proficiencies.
2. Attract, hire and retain high-quality staff that reflect the student demographics of the school district while elevating the professional capacity of our workforce to meet the needs of today's learners.
3. Each adult in the system addresses and responds to each student's academic, social, emotional, and physical needs.
4. Support student learning with rigorous, culturally relevant, consistent curriculum and clear expectations for teaching and learning while providing instructional supports and systems to meet the needs of students.
5. Strengthen connections between our students, our schools, and our community.

These outcomes mirror the engagement responses from our students, staff, and community on what we are doing well as a system and where we need to make improvements. Along with looking at test data it is our collective belief that broadening the definition of success for our students goes beyond a "test driven" definition. Continued engagement in 2020-21 will focus on the question of what does success mean for a student?

**Students** – Through the surveys and focus groups, we heard from students that they prioritized:

1. Hire a more diverse staff
2. Hire additional counselors and mental health supports
3. Provide additional supports to meet their academic needs through smaller class sizes and possible tutoring/interventions

**Parents/Community** - Through the surveys and focus groups, we heard from parents and the community that they prioritized:

1. Smaller class sizes
2. Provide academic supports
3. Positive relationships between home and school, school and student, and student to student

**Staff** - Through the surveys and focus groups, we heard from staff that they prioritized:

1. Smaller class sizes
2. Provide additional mental/behavioral health supports
3. Increase compensation

### **Strategic Direction:**

The North Clackamas School District believes that by executing our Student Investment Plan we will realize the following strategic vision:

In North Clackamas, we prepare graduates who are inspired and empowered to strengthen the quality of life in our local and global communities. Each student is actively engaged every day for success in life, college, and career.

As a student enters a vibrant neighborhood school, a magnet school, or charter program, a joy of learning is fostered, a positive vision for their future is nurtured, their cultural heritage is valued, and their physical, emotional, and social needs are supported. In North Clackamas, safety, respect, and care form the basis for our actions. Students can expect to think deeply, solve problems, and enjoy learning in welcoming and safe schools. Our commitment includes developing the whole child.

Our unique combination of programs provides each student with a distinctive learning experience. Beginning in kindergarten and continuing through high school, students engage in music and physical education and are supported by a comprehensive counseling program. We are home to the largest career-technical education program in Oregon, high-demand bilingual schools, and Clackamas County's first International Baccalaureate program.

In response to changing employer demands, we continue to expand high school electives, advanced college credit offerings, and career-related certificates. Our students are creative, critical thinkers with a strong foundation in reading, writing, math, science, social studies, digital literacy, and the arts.

Exceptional and caring staff actively engages each student. Through relevant and challenging curriculum, North Clackamas educators promote high expectations, cultural understanding, and positive interpersonal communication among students. Our staff sets the pace for high-quality education in Oregon in service to our students and families.

In North Clackamas, parents and the community work in concert with district employees in support of all students. We pursue strong relationships with families and volunteers, and we work to form strategic partnerships with local organizations and businesses. Together, we remove barriers to student achievement and build bridges for a stronger community.

North Clackamas is nationally recognized for outstanding programs supported by the efficient utilization of resources. Our community expects, and school leaders ensure, strong stewardship through accountability and transparent investments that place funding as close to students as possible.

Students are at the heart of North Clackamas Schools where artists, scientists, teachers, athletes, and community leaders emerge. Each student has the opportunity to express their own voice and follow their own path in reaching their full potential. Our students know they are important, and that we care about them. Each student knows that we are with them. Every single one of them.

**Strategies:**

1. Invest in targeted class size reduction in secondary English Language Arts, science, and math classes, special education, and elementary schools with an emphasis on grades K-2.
2. Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.
3. Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.
4. Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques.
5. Reduce barriers for accessing academic interventions.

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Cultivating a safe, caring and inclusive learning environment where the success of each student is not be predicted by race, ethnicity, language, gender, gender identity, country of origin, disability, sexual orientation, socio economics, religion, marital status, or initial proficiencies.	X	X	X	X	X
Outcome	Attract, hire and retain high-quality staff that reflect the student demographics of the school district while elevating the professional capacity of our workforce to meet the needs of today's learners.	X	X		X	
Outcome	Each adult in the system addresses and responds to each student's academic, social, emotional, and physical needs.	X	X	X	X	X
Outcome	Support student learning with rigorous, culturally relevant, consistent curriculum and clear expectations for teaching and learning while providing instructional supports and systems to meet the needs of all students.	X			X	X
Outcome	Strengthen connections between our students, our schools and our community.		X	X	X	

**STRATEGY ONE:**

**Invest in targeted class size reduction in secondary English Language Arts, science, and math classes, special education, and elementary schools with an emphasis on grades K-2.**

**1.Targeted class size reduction in middle and high schools for English Language Arts, science, and math with professional development support**

- Provide 23 teachers to schools weighted on the number of students in the school from families navigating poverty and receiving special education services. (\$2,645,391)

**2. Targeted class size reduction in elementary schools with an emphasis on grades K-2 with professional development support.**

- Provide 29.5 teachers to schools weighted on the number of students in the school from families navigating poverty, receiving special education services, and receiving English language services. (\$3,393,000)
- Provide 3.9 teachers and 3 Instructional Assistants to schools that received additional classroom staffing to provide physical education, music, health/wellness classes, kindergarten assistant support of core program. (\$590,100)

**3. Special Education Support**

- Maintain 5.2 special education teachers from the 2019-20 budget and increase 5 special education staff. (\$1,091,000)

**Theory of Action:**

A. If we provide additional middle school and high school teachers (focus on English Language Arts, math, science), these smaller instructional groups will allow teachers



to employ more relevant instructional techniques that are customized to meet student needs resulting in improved proficiency in English Language Arts, math, and science and an increase in 9th grade on-track.

B. If we provide additional elementary teachers (focus on K-2), these smaller instructional groups will allow teachers to employ more relevant instructional techniques that are customized to meet student needs resulting in improved student reading proficiency and a reduction in Special Education identification.

C. If we provide additional special education staff, with explicit professional development and job embedded coaching, more students will be able to access core content and interact with grade-typical peers, and students will be more successful academically.

**Measures of Evidence:**

1. New teaching positions and instructional assistants are hired, trained, and providing services to students
2. Survey feedback regarding mentoring supports for special education and general education teacher in years 1 and 2
3. Metrics measuring hire trends and retainment over five years
4. Student to teacher ratio on caseloads/class sizes by level
5. Disaggregated student data from Youthtruth on sense of belonging, feeling welcomed, engagement and safety

**STRATEGY TWO:**

**Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.**

**1. School Success Teams:** Every school in North Clackamas will have a team of professionals working toward the success of each student. This specific investment will address the staffing needs to support the behavioral health and wellness needs of students and families. The teams will be comprised of existing counselors, new counselors, student success engagement specialists (secondary level), drug and alcohol counselors (secondary level), nurses, school psychologists, social workers/family advocates, classroom teachers, special education staff, mental health therapists and administrators. The increased number of staff members will provide quicker and more direct services to students and families earlier.

- Provide 4 social workers, 7 family advocates, and 1 coordinator of family support. (\$988,000)
- Provide 4 mental health therapists that are school based, culturally responsive and contracted through an outside agency. (\$360,000)

- Provide 2 nurses. (\$210,000)
- Maintain 5 counselors from the 2019-20 district budget and provide 7 additional counselors at the middle school and high school level. (\$1,288,000)

School Teams will have access to the following professionals as needed for individual student needs and outreach:

Elementary School teams have access to a:

1. Family Advocate (SIA)
2. Nurse (General Fund and SIA)
3. Counselor (General Fund and SIA)
4. School Psychologist (General Fund)
5. Mental Health Provider (SIA)
6. Classroom Teacher (General Fund and SIA)
7. Building Administrator (General Fund)
8. Special Education Staff (General Fund and SIA)
9. English Language Development Teacher (General Fund)

Middle School and High School teams *each* have access to a:

1. Family Advocate (SIA)
2. Nurse (General Fund and SIA)
3. Counselor (General Fund and SIA)
4. School Psychologist (General Fund)
5. Mental Health Provider (SIA)
6. Classroom Teacher (General Fund and SIA)
7. Building Administrator (General Fund)
8. Special Education Staff (General Fund and SIA)
9. Student Success Engagement Specialist (M98)
10. English Language Development Teacher (General Fund)
11. Drug and Alcohol Counselor (M98)

## **2. Elementary Health and Wellness Teachers**

- Maintaining 8.5 Elementary Health and Wellness Teachers from the 2019-20 district budget. (\$892,500)

### **Theory of Action:**

A. If we provide students and teachers with health, social emotional and behavioral health supports, and if we increase the number of mental health, social workers/family advocates and nurse professionals in schools, then students will maintain strong positive relationships, their sense of belonging will increase and attendance rates will improve.

**Measures of Evidence:**

1. Mental health/behavioral health staff positions are hired, trained, and providing services to students
2. Disaggregated attendance data by school, level, and district
3. Disaggregated student data from Youthtruth on sense of belonging, feeling welcomed, engagement and safety

**STRATEGY THREE:**

**Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.**

**1. Family/Community Engagement Facilitators**

- Provide 2 culturally specific classified staff members to support students and families. Focus will be Native Hawaiian/Pacific Islander and Black/African American. (\$138,000)

**2. Early Learning/Elementary**

- Contracted services for family engagement and program planning at Whitcomb Elementary. (\$200,000)
- Maintain two Ready, Set, Go programs and add an additional Ready, Set, Go program at a Title 1 Elementary. (\$200,000)

**Theory of Action:**

If we better engage community members, community partners, families, and students with ongoing two way communication and authentic relationships, we will gain insight into our students' diverse cultures, and we will become more culturally competent, then we will create more student-centered systems and students will experience a higher sense of belonging.

**Measures of Evidence:**

1. Evidence of stakeholder engagement in our Native Hawaiian/Pacific Islander and Black/African American communities
2. Disaggregated student data from Youthtruth on sense of belonging, feeling welcomed, engagement and safety
3. Culturally Specific Engagement Facilitators positions are hired, trained, and providing services to students and families
4. A new Ready, Set, Go program is established in a Title 1 School

**STRATEGY FOUR:**

**Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.**

**1. Early Learning Coordinator**

- Provide an Early Learning Coordinator with a focus on kindergarten transitions, early literacy professional development and program alignment, and collaboration with pre-k providers. (\$140,000)

**2. Professional Development**

- Provide 4.0 school-based teachers to the middle schools and high schools to provide job-embedded professional development. (\$436,000)
- Provide \$50,000 of professional development for 12 teacher leaders (2 at each grade level K-5 from across the district) to support district literacy work and to complete an inquiry process with recommendations of what professional development is needed for the 2021-22 school year at the elementary level. (\$50,000)

**Theory of Action:**

A. If we provide professional development and embedded coaching for K-5 teachers in effective reading and culturally relevant practices, students will be more engaged by instruction and foundational literacy skills will improve.

B. If we provide professional development and embedded coaching for 6-12 teachers in effective English Language Arts, math, science and culturally relevant practices, students will be more engaged by instruction resulting in improved proficiency in English Language Arts, math, and science.

C. If we provide training to administrators on understanding biases and systemic barriers in the hiring process, and we provide a mentor program for new educators, and we provide training for supervisors of staff of color, we will increase our recruitment and retention of a diverse staff that represents our student demographic.

**Measures of Evidence:**

1. Disaggregated DIBEL benchmark data in reading for grades K-1
2. Disaggregated STAR reading assessment data in reading for grades 2-5
3. Spanish proficiency assessment data in reading for grades K-5
4. Implementation of evidence based reading strategies and intervention program K-5
5. Disaggregated grade data for math, English Language Arts, Spanish Language Arts, science courses in middle school and high school

6. Disaggregated data for freshmen in all content areas
7. Percentage of 9<sup>th</sup> graders on track for the district, by school, and by student group
8. Disaggregated Special Education referral numbers and percentages into special education by level, school, and district
9. Professional Development Specialists and Early Learning Coordinator positions are hired, trained, and providing services and professional learning to staff
10. Disaggregated referral/suspension/expulsion data by race, level, grade, school, and district
11. Metrics measuring hire trends and retainment over five years
12. Empathy interviews of staff of color

## **STRATEGY FIVE:**

### **Reduce barriers for accessing academic interventions.**

#### **1. Academic Support**

- Academic intervention and tutorial support in required courses for students enrolled at Milwaukie High School and Milwaukie Academy of the Arts. (\$100,000)

#### **2. Removal of Fee Barrier**

Eliminate/Reduce summer school fee for students. (\$20,000)

#### **Theory of Action:**

A. If we provide extended learning opportunities for students and remove participation barriers, they will have more time to master skills and knowledge through a more personalized approach.

#### **Measures of Evidence:**

1. Disaggregated grade data for math, English Language Arts, Spanish Language Arts, science courses in high school
2. Disaggregated data for freshmen in all content areas
3. Percentage of 9<sup>th</sup> graders on track for the district, by school, and by student group

#### **Administrative Costs**

\$500,000 is allowed by the Student Investment Account to fulfill the requirements of the grant.

- a. Accountant (\$80,000)
- b. Data Analyst/Program Evaluation-Certified (\$105,000)
- c. Clerical Support Assistant (\$27,500) & (\$27,500 M98)

- d. Program Data Coordination/Program Evaluation .3 FTE (\$42,000)
- e. Grant Oversight-Supplemental Service Agreement (\$108,000)
- f. Charter Schools Administrative Cost (\$10,000)
- g. Technology/Analyst -hardware support (\$75,000)
- h. Technology - (.5) Instructional Coach (\$52,500)

**Research:**

- A. Oregon's "Quality Education Model" recommends the following class sizes:
  - K-1: 20;
  - 2-3: 23;
  - 4-5: 24;
  - 6-8: 22 average maximum of 29 in core classes;
  - 9-12: 21 average maximum of 29 in core classes
- B. Oregon's "Quality Education Model" further recommends:
  - Middle School of 500 students: 1.5 additional teachers for math, English, and science and alternative programs for special needs and at-risk students
  - High School of 1000 students: 3.0 additional teachers for math, English, and science, alternative programs for special needs and at-risk students, and a school-to-work coordinator
- C. Children who struggle to read in K-3 rarely achieve average reading skills (Torgeson, 2001)
- D. Invest in targeted class size/caseload reduction in K-2 grades in schools with higher poverty levels (Brookings Institute, 2014; Education NW, 2014)
- E. Children who aren't reading proficiently by 4th grade are four times more likely to drop out of high school (NAEP, 2011)
- F. Extensive meta-analyses calculating effect size of promising K-12 educational strategies conducted by John Hattie, 2017: Couple any class size reduction strategy with ongoing, job embedded professional development (.66) and instructional coaching (.41) for implementing high-impact, research based instructional strategies:
  - Using direct instruction (.60) and explicit instruction (.57) techniques for skill development in literacy, language, & numeracy
  - Explicitly teaching metacognitive strategies (.60), self-regulation strategies (.52), study skills (.46)
  - Implementing specific note taking strategies (.50) that embed summarization skills (.79), such as Cornell Notes, across the intermediate and secondary grades
  - Protecting time for educator-teams to co-develop, evaluate and utilize common formative assessments to drive instructional improvement (.46)
- G. Oregon's "Quality Education Model" recommends mentoring and other supports are important. Research shows that teacher effectiveness increases

markedly in the second and third years of teaching, so high quality induction, support, and mentoring can reduce early attrition and may be effective in increasing the overall quality of teaching. (Hanushek, 1998)

H. Invest in Pre-K through 3rd Grade Reading Programming that elevates Response to Intervention practices (1.29) and direct instruction (.60) methodologies (Hattie, 2017)

I. Invest in practices aimed at recruitment, hiring, and retaining a racially diverse teaching staff (Carver-Thomas, 2018)

J. Regardless of additional curriculum choices, train and support all teachers to implement common evidence-based instructional strategies across subject areas (Hattie, 2017):

- Communicating clear learning targets/objectives (.68)
- Explicit reading and writing instruction (.57)
- Scaffolding (.82)
- Note taking (.50)
- Organization and Elaboration (.75)
- Evaluation and Reflection (.75)
- Inquiry (.40)
- Examples of instructional frameworks that organize these high-leverage instructional strategies: Constructing Meaning, AVID, International Baccalaureate

K. Increase culturally sustaining practices through professional learning and instructional coaching (Hattie 2017):

- Establishing authentic student-teacher relationships (.52)
- Demonstrating a positive perspective on families and engage parents (.50)
- Helping students connect curricula to their everyday lives (.46)
- Decreasing stereotype threat (.33)
- Communicating high expectations (.43)
- Implementing active engagement strategies across the class (.56)

L. Increase school counselors and school psychologists (.35)

M. "Class size [reduction] alone is insufficient to promote student achievement. Changes in teaching methods that take full advantage of smaller class sizes will also be needed" (Sage Project, 2002)

N. Expand partnerships with community mental health providers to provide comprehensive school-based services to students and families (Arenson, 2019)

O. Comprehensive school nursing services contributed positively to the academic performance of students (Deniz Kocoglu and Oya Nuran Emirogiu)

P. School-based services increase access to health services for children, families, and communities, with positive short- and long-term physical & mental health outcomes (Arenson, Hudson, et al., 2019)

Q. Suspension rates decrease in schools that added restorative justice practices (Augustine, 2019)

- R. NASP recommends student-to-school counselor ratio of 250:1 and school psychologists 500:1
- S. The joining together of improvement science and networks into “networked improvement communities” has promise for improving schools. (Carnegie, 2015)
- T. Larger instructional group sizes for students with disabilities in special education settings negatively impact student math and reading achievement (Russ, et. al, 2001)

## References:

- Arenson, 2019. The Evidence on School-Based Health Centers: A Review. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6381423/pdf/10.1177\\_2333794X19828745.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6381423/pdf/10.1177_2333794X19828745.pdf)
- Augustine, 2019. Can restorative practices improve school climate and curb suspensions. [https://www.rand.org/pubs/research\\_reports/RR2840.html](https://www.rand.org/pubs/research_reports/RR2840.html)
- Carver-Thomas, 2018. Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color. <https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying Teaching Profession REPORT 0.pdf>
- Deniz Kocoglu and Oya Nuran Emirogiu, 2017. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5348663/>
- Hanushek, Eric A., John F. Kain, and Steven G. Rivkin (1998). Teachers, Schools, and Academic Achievement. Working Paper, 6691. National Bureau of Economic Research. <http://www.nber.org/papers/w669>
- Hattie, 2017. Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- National Association of School Psychologists, 2013. A Framework for Safe and Successful Schools. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/a-framework-for-safe-and-successful-schools>
- National Association of Secondary School Principals, 2019. Culturally Responsive Schools. <https://www.nassp.org/policy-advocacy-center/nassp-position-statements/culturally-responsive-schools/>
- Networked Improvement Communities, Paul LeMahieu, “Why a NIC?”, Carnegie Foundation, 8/18/15 <https://www.carnegiefoundation.org/blog/why-a-nic/>



- Quality Education Model Final Report 2018:  
<https://www.oregon.gov/ode/reports-and-data/taskcomm/Documents/QEMReports/2018QEMReport.pdf>
- Russ, S., 2001. Exceptional Children. Caseload in Special Education: An Integration of Research Findings.  
[https://www.researchgate.net/publication/287689423\\_Caseload\\_in\\_Special\\_Education\\_An\\_Integration\\_of\\_Research\\_Findings#downloadCitation](https://www.researchgate.net/publication/287689423_Caseload_in_Special_Education_An_Integration_of_Research_Findings#downloadCitation)
- Torgeson, J., 2001. Intensive Remedial Instruction for Children with Severe Reading Disabilities: Immediate and Long-term Outcomes From Two Instructional Approaches.  
<https://journals.sagepub.com/doi/10.1177/002221940103400104>

**How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?**

All of the resource allocations explained are aligned with the outcomes we have identified. These outcomes are designed to close academic disparities between different groups of students, raise overall academic achievement, improve social-emotional health, improve the school experience and sense of belonging, and increase ongoing community engagement.

**Support for Tiered Planning:** If we are not able to actualize all components of our plan in year 1, a shift to the actions listed below will be implemented. North Clackamas’ proactive plan to anticipate and consider modifications to our SIA plan activities and expenditures as a result of workforce shortages or other scenarios where initial plans and priorities may require the following adjustments:

1. Temporary classified staff including instructional assistants to support academic or physical/mental health needs (Class Size and Caseloads)
2. Purchase curriculum and supplies in English Language Arts, math, and science to meet the needs of the additional teachers. (Well Rounded Education)
3. Financial supports for planning teams or groups to design future work. (Well Rounded)
4. Maintain community school programs at existing sites. (Well Rounded Education)
5. Provide targeted core academic “jumpstart” in middle school afterschool programs. (Well Rounded Education)
6. Purchase instructional materials and technology to support World Languages or the Arts. (Well Rounded Education)
7. Purchase of Advanced Placement and International Baccalaureate instructional materials. (Well Rounded Education)

**Braided Funding:**

North Clackamas School District is committed to investing funds from the general fund, targeted federal funds and High School Success to do the following:

- Job embedded professional development around effective literacy practices that are culturally responsive. K-5
- Job embedded professional development around effective ELA, Math and Science practices that are culturally responsive. 6-12
- Focus group of staff on what steps of action we are taking around the question of: How can we ensure the learning conditions, practices, and environments we are creating for students foster equitable development and achievement in math and science? (K-12)
- Continued support of teachers on the Social Emotional Learning curriculum in each of our elementary classrooms. (K-5)
- Mentoring program for new educators in their first 3 years of employment.
- Retaining to recruit workshops for administrators.
- Instructional Leadership training on Implicit & Explicit Bias, Microaggressions, and culturally competent educational practices for administrators and teacher leaders.
- Implement a comprehensive communication strategy that provides timely, family-centered, two-way communication.
- Wrap around social service positions targeted at substance abuse prevention and student engagement strategies.

### **Priorities:**

All of the proposed activities in our Student Investment Plan are considered high priority. We have an unwavering focus to ensure each student has the tools and resources they need to be successful, in ways both measurable and beyond measure.

Smaller class sizes and strong instructional practices help our teachers and classroom staff foster relationships and promote deeper learning which is why focused class size reduction is a high priority for these new investments.

We believe that strong, culturally responsive curriculum and instructional practices will allow more students to access and find success with these opportunities.

Our students, staff, and families recognize a growing need for additional staff and programming to support the social, emotional, behavioral, mental, and physical health of each student.

The 2020-21 school year will be filled with continued opportunities to engage our community with focus and attention toward building trust, fostering deeper

relationships and improving cultural awareness. The first year of the Student Investment Account has expenses for furniture, curriculum, technology, and onboarding activities for the 85 new staff members. This equates to over \$550,000.

North Clackamas School District must allow the process of engagement to better determine where we need to invest these funds in the second year of the grant along with determining if our year 1 investments made the anticipated impact. It will be through this process that we will create a four-year plan for 2021-25 in alignment with the timelines provided by the Department of Education.

### **Evaluation of Progress and identification of Areas to Explore:**

North Clackamas School District will develop measures to monitor the effectiveness or ineffectiveness of the activities and strategies we are implementing.

North Clackamas will dig deeper into each of the 5 metrics along with school culture to determine next steps for engagement, inquiry, and action. The needs assessment conducted surfaced the following points that will require further investigation and the collaborative development of plans for improvement.

### **3<sup>rd</sup> Grade Reading:**

In 2019, the NCSD all student group was below the state average:

- NCSD 44.4%
- State Average 46.5%

Economically Disadvantaged: 26.2% (Oregon 33.6%)

English Learners: 6.2% (Oregon 7.9%)

Students with Disabilities: 20.7% (Oregon 7.9%)

Hispanic/Latino: 26.3% (Oregon 28.1%)

Pacific Islander: 30.8% (Oregon 26.6%)

### **Regular Attenders:**

Students with disabilities and students experiencing poverty had higher levels of chronic absenteeism at all grade spans.

Attendance rates at elementary have decreased the most with five schools decreasing by 9-15%

12<sup>th</sup> Grade students had higher levels of chronic absenteeism at the high school level compared to 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>.

## **9<sup>th</sup> Grade On-Track**

2019 Results:

- North Clackamas All 87.3%
- State of Oregon 85.0%

Over last three years the following North Clackamas Student Groups are consistently below district average and state average:

- Homeless 65%
- Students with Disabilities 73% – State Average 72%
- Limited English Proficient 74%– State Average 71%
- Economically Disadvantaged 79% - State Average 77%
- Hispanic/Latino 83%– State Average 80%

## **4 year Graduation**

2019 Graduation Results

- North Clackamas 87.2%
- State of Oregon (2019) 80%

The following North Clackamas Student Groups have consistently graduated at lower rates:

- Homeless :57%
- Native Hawaiian/Pacific Islander: 67%
- Students with Disabilities 72%
- Hispanic/Latino: 77%
- English Learners: 80%

## **School Culture/Climate – Youthtruth Survey February 2019**

### **Elementary**

- Boys report less strong/supportive relationships with teachers compared to girls (Boys below 50 percentile/Girls above 75 percentile)
- Boys report a 31% engagement while girls report a 73% engagement
- School Culture: 3<sup>rd</sup> grade 65 percentile, 4<sup>th</sup> grade 40 percentile, 5<sup>th</sup> grade 45 percentile

### **Middle School**

- LGBTQ students: lower engagement, less supported, feel less welcome than their peers

- Students in Special Education: lower engagement and less welcome than non-special education peers
- Native American, Black African American, Multi and Hispanic – Lower engagement, less support and less welcome
- Black African American: Less fairness than white and Hispanic peers
- Bullying and School Safety Issues

## **High School**

- SPED and ELL students perceive their engagement lower than overall general education students
- All students perceive engagement below or well below 50<sup>th</sup> percentile
- Feeling of safety traveling to and from school is low
- Multi-racial, Hispanic, Native Hawaiian, Black students indicate receiving less support in school and personal attention than their white peers
- Hispanic, Black, ELL, SPED, and LGBTQ students indicate feeling less welcome than their peers

Using the resources available to us, North Clackamas Schools' Strategic Investment Plan demonstrates a renewed commitment to each student and pledge to do more to ensure an equitable chance at success in the classroom and beyond for our students who have been historically underserved, including students of color, and linguistically diverse students.

**Budget** Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

**Equity Lens or Tool** Upload the equity lens or tool you used to inform and/or clarify your plan.

NCSD Equity Lens:

- Does this decision align with the District's mission/vision & equity stance?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/outcome sustainable?

**Equity Lens: Describe how you used the equity lens or tool. (250 words or less)**

The NCSDE equity lens was a central component of the development of the SIA application. The equity lens was used in determining how we would engage specific groups, through our district 2018-22 strategic plan process, and in prioritizing the district's most urgent needs and for whom. Through the process we asked who we have authentically engaged and how we could engage better now and in the future and what systems of oppression might exist within this situation.

The use of the equity lens guided individuals and groups to confront assumptions and biases in order to eliminate actions, behaviors, and decisions that perpetuate disproportionate outcomes and injustices for students based on their identifying characteristics, especially for those whom the system has historically marginalized or excluded.

All of the survey data was developed to be able to be disaggregated by role, race/ethnicity, primary language, disability, English Language Learner, Food Insecurity, Foster Care, Homelessness. This input helped guide the decision making process of where to invest funds.

In looking at the achievement gaps, a district collaborative committee reviewed multiple aspects of the data, with the equity lens questions. Data that was reviewed included achievement and social/emotional outcomes. North Clackamas, in partnerships with our community, is committed to dig deeper into each of the five state metrics and school culture to determine next steps for engagement, inquiry, and specific action.

### **Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY**

For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their DRAFT Longitudinal Performance Growth Targets and the ODE Worksheet outlined later in “Developing a Common and Customized Monitoring and Evaluation Framework.”

While asked for at the time of submission, ODE will not, in accordance with HB 3427, consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met.

Co-development and agreement on a monitoring and evaluation framework for each SIA applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements.

For this reason, ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after

submission and approval of the SIA Application. Please see section four in this document for more information.

## **PART Six: Use of Funds**

---

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

### **Meeting Students Mental and Behavioral Health Needs**

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

### **Describe how you will utilize SIA funds to meet students' mental and health needs; and increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)**

The decisions made to finalize strategies and activities from the SIA funds were informed by two distinct sources. The first is community engagement efforts. Parents and community members emphasized a resounding need for additional mental health and behavioral supports for students. They provided us specific examples of resources and supports that are not currently in place, or are not extensive enough, or are not accessible to all families. This plan is in direct response to what we heard from those families.

The other source of input guiding decisions for SIA funding came from the student data. Disaggregated student data clearly demonstrates that the district is not yet adequately meeting the academic needs of our students in elementary reading, students feeling engaged, welcomed and supported at our middle schools and high schools, and the academic needs of our students who are receiving special education services.

**Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less)**

The focus on elementary reading will target all students but specifically impacting students who are economically disadvantaged, English learners, students with disabilities, and Latino/Latina/Latinx students. The level of support pushed into our schools through targeted class size reduction, mental/behavior health supports and job embedded professional learning should generate a significant improvement in achievement. Our elementary schools will have resources necessary to build an aligned system to provide high-quality instruction, timely interventions, and progress monitoring to ensure students have the time and support to learn.

The focus on middle and high school math, English Language Arts, and science will target all students but specifically impacting students who are economically disadvantaged, English learners, students with disabilities, homeless, and Latino/Latina/Latinx students. The level of support pushed into our schools through targeted class size reduction, mental/behavior health supports and job embedded professional learning should generate a significant improvement in achievement, 9th grade on-track growth, and access to higher level courses. Our middle and high schools will have resources necessary to build an aligned system to provide high-quality instruction, engaging instruction, and academic supports.

**What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)**

The SIA application represents a purposeful approach to provide resources and supports in a targeted way. This funding represents less than 6% of the current operating budget. There are schools, levels and classrooms that will not receive funding in each of the four allowable areas. While this may not feel good to those impacted, it is a demonstration of equitable resources. We cannot fund everyone, we cannot fund everywhere, and we cannot fund at a level that we would like to. We are spending resources in a targeted way to leverage these funds to have an impact on all students but specifically our students of color, students with disabilities, and students in poverty. Closing the achievement gap for those students will increase performance for all.

**PART Seven: Board Approval**

---



Board Meeting Agendas and Minutes:

<https://www.nclack.k12.or.us/schoolboard/page/board-meeting-agendas-and-minutes>

## **PART Eight: Public Charter Schools**

---

Do you sponsor a public charter school(s)?

- Yes
- No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

- Yes
- No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

- Yes
- No

### **Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)**

District leadership met with charter school administrators to review feedback from community engagement sessions and to identify performance gaps for students. Charter school students, as a majority, are pulled from within district boundaries. However, charter school students do not mirror the student demographics of the district as a whole. Charter school families and community members were invited to participate in the district sponsored surveys and sessions. The charter school applications are aligned with the district priorities that emerged from the survey/sessions during the engagement process.

We have signed charter agreements included in the application from: Cascade Heights Public Charter School, Clackamas Middle College, and Milwaukie Academy of the Arts.

### **Agreement(s)**

### **Applicant Assurances**

By checking the boxes below, the school district or charter school assures: (check each box)

- Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- Disaggregated data by focal student group was examined during the SIA planning process.
- The recommendations from the Quality Education Commission (QEC) were reviewed and considered.
- The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]
- Agreement to provide requested reports and information to the Oregon Department of Education.